

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Colome Consolidated School District
Accountability Review - Monitoring Report 2011-2012**

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Dates of On Site Visit: March 6th, 2012

Date of Report: April 5, 2012

All non-compliance must be corrected within 1 year of this report date. Date Closed: March 22, 2012

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

NONCOMPLIANCE ISSUES

1. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

None

CORRECTIVE ACTION

Prong 1: Correct each individual case of noncompliance

Through a review of student files, the monitoring team found no instances of noncompliance.

Student:	Required Action:	Data To Be Submitted:

Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of updated data.

Required Action:

N/A

Data To Be Submitted:

N/A

Target Date for Completion: N/A

All non-compliance must be corrected within 1 year of this report date.

Date:

Status Report:

STATE PERFORMANCE INDICATORS

Indicator 1: Graduation Rate:

Percent of youth with IEPs graduating from high school with a regular diploma.

State Target: 83% or above

District Rate: 100%

District Response: IEPs and individual attention given to students makes them successful. Being a small school helps to ensure that they do not fall through the cracks. Transition planning is also an important factor in good graduation rates.

Indicator 8: Parent Involvement:

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target 64.2% or higher

District Rate: 13.3%

District Response: The district plans to encourage parents to fill out the survey after the IEP meetings before the parent leaves the room. We will not mandate this, but we will give the survey to the parent before the meeting and then ask the parent to fill it out after the meeting.